



# **Transformation Redesign Diagnostic**

**McCulloch School**

**Jackson Public Schools**

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## **Introduction**

The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community-oriented schools; and 4) providing operating flexibility and sustained support. Overall, you will write a reform/redesign plan to address eleven separate requirements. The reform/redesign plan should be developed for implementation through the 2015-16 school year.

DRAFT

## PART A: REFORM TEAM PERSONNEL

**Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.**

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DRAFT

## PART B: TEACHING AND LEARNING PRIORITIES

**State two or three “big ideas” for your reform/redesign plan that are intended to change teaching and learning in ways that promote student growth in your school.**

Instructional Goal: Based on our data dialogue, McCulloch will increase student achievement in math by increasing fluency in numbers and operation, and reasoning skills.

Organizational Goal: McCulloch School will implement a building wide Multi-Tiered System of Support (MTSS) to provide differentiated instruction for all students.

Culture/Climate Goal: McCulloch School will improve students' academic and behavior outcomes by ensuring that all students have access to best practices that are supported and evaluated by data using a Positive Behavior Intervention Support (PBIS) System a and Behavior Prevention Rubric by Dr. Marcia McEvoy. The African American Male Initiative will also be a focus area to support our school culture.

**State what data were used to identify these ideas**

Instructional/Math:

Based on our analysis of the 2013-14 MEAP results, we found

In 3rd grade,

77% of all students were not proficient in math.

90% of African American students were not proficient in math.

29% of Caucasian were not proficient in math.

100% of SWD students were not proficient in math.

100% of students in the bottom 30 were not proficient in math.

In 4th grade,

94% of all students were not proficient in math.

96% of African American students were not proficient in math.

97% of Caucasian were not proficient in math.

100% of SWD students were not proficient in math.

100% of students in the bottom 30 were not proficient in math.

In 5th grade,

96% of all students were not proficient in math.

100% of African American students were not proficient in math.

66% of Caucasian were not proficient in math.

100% of SWD students were not proficient in math.

100% of students in the bottom 30 were not proficient in math.

According to the Spring 2014 MAP,

- 71% of kindergarten students scored below grade level in math.

- 52% of first grade students scored below grade level in math.

- 48% of second grade students scored below grade level in math.

- 77% of third grade students scored below grade level in math.
- 94% of fourth grade students scored below grade level in math.
- 89% of fifth grade students scored below grade level in math.

### Culture and Climate

- 22% of out of school suspensions were Caucasian students.
- 63% of out of school suspensions were African American students.
- 6% of out of school suspensions were Hispanic students.
- 9% of all suspensions were Multi-racial students.

### Organizational/MTSS

Based on our analysis of the 2013-14 MEAP, we found a consistent gap in K-5 student achievement between our achievement scores and the state's scores in the areas of numbers and operations and reasoning.

- 3rd grade students scored 57% of the total possible points in Numbers and Operations fluency (Addition and Subtraction).
- 4th grade students scored 53.5% of the total possible points in Numbers and Operations fluency (multiplication and division) and 34% of the total possible points in Numbers and Operations fluency (understanding area and perimeter).
- 5th grade students scored 33% of the total possible points in Numbers and Operations fluency (decimals and fractions) and 44% of the total possible points in Numbers and Operations fluency (whole-number multiplication).

Based on our analysis of 2013-14 MEAP writing results, we found:

- 77% of our 4th grade students were not proficient.
- 74% of African American students were not proficient.
- 100% of Hispanic students were not proficient.
- 66% of Caucasian students were not proficient.
- 100% of SWD were not proficient.
- 100% of students in the bottom 30 were not proficient.

## PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

**Requirement #1: Replace the Principal and increase leadership capacity at the school.**

**Indicator 1A: In your response, describe how the district has taken on of the following actions: (a) a new principal has been hired that meets all five turnaround competencies, (b) the current principal meets all five turnaround competencies, and (c) a principal with turnaround competencies will be hired before the end of the planning year. \*Note: (a) and (c) are the only options if you plan to apply for a School Improvement Grant.**

**Indicator 1B: Describe how the district will increase leadership capacity. Ensure that this plan addresses at least one of the big ideas around which this plan is developed.**

1A; The 2014-15 school year is the second academic year the current principal has been assigned to McCulloch Academy. Prior to this assignment, Ms. Baker was a teacher for 15 years at McCulloch where she looped with groups of children for two to three years at a time, establishing strong relationships with students, families, and the community. It is because of her commitment to McCulloch that we would like for her to remain principal at McCulloch. Some of the evidence that supports our position comes from an evidence-based program called Studer Education. We have been doing this Leadership Development Institute since winter of 2010. One constant that Studer Education has provided for us is parent satisfaction and employee engagement surveys. The surveys are on a 1-5 scale, with 5 being the highest.

#1. Identify and focus on early wins and big payoffs:

The building principal at McCulloch has a discipline philosophy that focuses on relationships and lessons, rather than strictly on consequences. The data has shown a significant improvement. During the 2012-13 school year, there were 93 Out of School Suspensions (OSS). The following year, there were only 54. The building principal has also led the staff in the collection and analysis of data to drive instruction and improve student achievement, utilizing MEAP scores, MAP scores, and common formative assessment data. She has created a positive working environment and a more cohesive staff. Staff buy-in is at an all-time high, which is evident in the employee engagement surveys. The Studer employee engagement results increased soon after she became the building principal.

#2. Break organizational norms:

The building principal is leading the staff in the adoption of Positive Behavior Interventions and Supports (PBIS) and Marcia McEvoy's work regarding the reduction of mean behavior. These programs together have helped the staff to move from a focus on consequences to one of relationships and teaching students our expectations. Together, the principal and staff have adopted a building mantra (SOAR: Safe, On-task, Awesome Attitude, Respectful, responsible and kind), a matrix of expectations for each area of the building, a rubric of consequences for mean behavior, a schedule of events to recognize positive behavior, and a process for documenting student discipline. The building principal is also working with staff to improve the climate and culture of the school through the use of positive phone calls home and through professional learning provided through our participation in the African American Young Men of Promise Initiative. Teacher leaders have attended AAYMPI training and returned to share their learning with other staff members. Teachers have also begun to incorporate positive phone calls into their classroom routines and cultures. Finally, the building principal is leading the staff to focus on the collection and analysis of data to drive instruction, and to shift the emphasis from how teachers are teaching to how students are learning. The staff's response to these changes has been positive, and staff participation is high.

#3. Act quickly in a fast cycle: The principal at McCulloch Academy has evolved staff meetings into Professional Learning Community meetings, times for collaboration, data analysis, and sharing of ideas. Staff members work in grade level groups to identify essential standards, develop common assessments, look at student work, and discuss interventions and strategies to best meet the needs of students identified through the analysis of student work and assessment results. This work has led to an increase in the dialog among staff members about data and how students learn. The building principal has also utilized Title I funds to hire retired teachers to ensure the successful implementation of Guided Reading, as well as an intervention block for math three days a week.

#4. Collect and analyze data: The staff at McCulloch Academy diligently collect and analyze a variety of data to assess student progress, including data from the MEAP test, the MAP test, Successmaker, running records, common formative assessments, and student work. The information gathered from this analysis is used to inform instruction in the classroom, and to identify students who need tier 2 and tier 3 interventions. The staff is learning to work together to help meet the needs of each student so that each can achieve at high levels.

#5: The principal at McCulloch Academy has galvanized staff into action around the big ideas by presenting and analyzing data from our state scorecard, the look-up tool, and our comprehensive needs assessment, which includes data on attendance, behavior, perception, and student achievement on a variety of assessments. This data was presented at a roll out meeting at the beginning of the school year to develop an understanding of our current priority school situation and the need for change. Review of this data and our progress will be ongoing. At this time, teachers were urged to take on leadership roles and participate in decision making at the building level to lead our improvement efforts. Teachers were asked to join our building leadership team, represent our staff at AAYMPI (African American Young Men of Promise Initiative) meetings, work to develop our priority plan, serve on our PTO, and function as teacher leaders during our Professional Learning Committee meetings each week. Every teacher is engaged in some type of leadership role in the building. Staff buy-in for the change process is at an all-time high as evidenced by the widespread participation of all staff members in PLC meetings, leadership team meetings, parent involvement meetings, and in their collaboration with math and reading coaches.

1B: Leadership in the district occurs at multiple levels. It is distributed among the superintendent, central office administrators, and the principals. The district will build and increase leadership capacity for aspiring leaders by providing opportunities for highly effective teachers to accept the roles as curricular chairpersons (per content area), at the elementary level, department chairs at the secondary level, and site coordinators at the before/after school programs at the elementary and middle school levels. A highly effective teacher at each building will be encouraged by the administration to accept the role as teacher in charge during the absence of the building principal. Teacher leaders are active participants on several extra-curricular committees, including the school improvement team. The Assistant Superintendent of Elementary Curriculum and the Director of Secondary Curriculum will provide ongoing support to the aspiring teacher leaders through the structure of bimonthly professional dialogues. The focus of the dialogues will include data reviews, data analysis, best practices, curriculum alignment, and assistance with curriculum writing. The dialogues will also focus on other topics generated from multiple sources of data including MEAP and NWEA. Data results will help guide the dialogues regarding differentiated instruction and the implementation of the multi-tiered systems of support to help meet the needs of all students. This will have a direct impact on student math achievement, which is one of our big ideas. District activities to support the building leadership will include the implementation of the Superintendent's Dropout Challenge in each building, monthly meetings to meet the individual needs of the principals, Principal's Academy (six weeks), and participation in the evidence-based leadership model (Studer). The Superintendent will require the principals to continue utilizing the rounding process from the Studer model. This process allows principals to engage in meaningful conversations with the building staff to proactively improve processes and recognize performance.

**Requirement #2: Use rigorous, transparent, and equitable evaluation systems for teachers and principals.**

**Indicator 2A: In your response, detail the collaborative process used to create a teacher evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of teachers' evaluations must be based on student growth). Attach the teacher evaluation and Administrator Evaluation.**

**Indicator 2B: In your response, detail the collaborative process used to create a leader evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of leaders' evaluations must be based on student growth). Attach the teacher evaluation and administrator evaluation.**

Indicator 2A: Educator Evaluation - The district has an educator evaluation process that:

1) Includes student growth as a significant factor - by 2014-2015, at least 40% of teachers' evaluations needs to be based on student achievement.



The teacher's evaluation includes student achievement as a significant factor of 40% of the teacher's evaluation in the 2014-15 school year and 50% of the teacher's evaluation in the 2015-16 school year. During the 2011-2012 school year, Jackson Public Schools (JPS) implemented a new teacher evaluation process. The evaluation includes a significant portion focused on student growth. Data (achievement, perception, process and demographic) is collected in all areas using a combination of nationally normed assessments, state assessments, local assessments and surveys. The rubric that will be used to break down each component is attached in the Priority School Assurances. The evaluation is based on the Charlotte Danielson's Effective Teaching Evaluation model. Student growth is an important component of the evaluation and teachers are responsible for presenting their own student data to show improved student achievement. This section of the evaluation will be scored at 40% of the teacher's final evaluation during the 2014-15 school year. During the 2015-16 school year, 50% of the teachers' evaluation will be based on students' academic growth using data from multiple assessments including NWEA, SuccessMaker and local curricular assessments.

The district evaluation model addresses the following domains based upon this breakdown for the 2014-15 school year:

- 1.) Student Achievement (40%)
- 2.) Classroom Environment (15%)
- 3.) Instruction (15%)
- 4.) Professional Responsibilities (15%)
- 5.) Lesson Plans (15%)

The evaluation documents for both teachers and administrators have been uploaded in the Priority School Assurances.

2) Uses a tool that was designed or adopted collaboratively.

Jackson Public Schools' began to design the new teacher evaluation process during the 2011-2012 school year. The draft evaluation plan was presented to teaching staff and principals by the Superintendent to seek input and to answer questions regarding the plan specifics. Modifications were included into the final draft according to the feedback received from teachers and principals. This new teacher evaluation process was approved by the Jackson Education Association (JEA) and the Board of Education. Additionally, the evaluation tool was reviewed again at the beginning of the 2013-14 school year and this process will be conducted annually in collaboration with the District Administrators and the JEA.

Indicator 2B: Administrator Evaluation - The district has a leader evaluation process that:

1) Includes student achievement as a significant factor - by 2014-2015, at least 40% of teachers' evaluations needs to be based on student growth. The evaluation is based on the Studer Evaluation model. Student growth is an important component of the evaluation. Student growth is based on clear targets which are identified by the superintendent in collaboration with the Board of Education and the buildings' instructional leaders (Principals) to show improved student achievement. This section of the evaluation will be scored at 40% of the administrator's final score for the 2014-15 school year and increases to 50% of the administrator's final score for the 2015-16 school year. The district evaluation model addresses the following domains based upon this breakdown for the 2014-15 school year:

- 1.) Quality - Student Achievement (40%)
- 2.) People - Employee Engagement (15%)
- 3.) Service - Parent Satisfaction (15%)
- 4.) Leadership Competencies (20%)
- 5.) Health and Safety - School Culture/Suspensions (10%)

The district includes student growth as a high priority in the administrator's evaluation. The administrative evaluation was updated to include student achievement requirements for the 2014-15 school year. The evaluation documents for both teachers and administrators have been uploaded in the Priority School Assurances.

2) Uses a tool that was designed or adopted collaboratively.

The creation and adoption of the administrator's evaluation tool was done through a collaborative process, starting in the summer of 2011. Two educational Consultants from the Studer Group have facilitated these meetings with Central Office Personnel, Elementary Principals, and Secondary Principals. This collaboration included reviewing district data, establishing goals, setting evaluation metrics, and creating a plan of action.

Additionally, the collaboration around the administrator's evaluation tool included the development of shared understanding regarding why each component was included and how each component was weighted within the overall evaluation. The Evidence-Based Leadership Framework, as referred to by the Studer Group requires that the goals of the district/superintendent be aligned and those goals are cascaded down to district and school leaders.

This ensures that the goals of all leaders are aligned with the district. The evaluation tool has been approved by the Jackson Board of Education.

**Requirement #3: Identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement.**

**Indicator 3A: In your response, identify the strategies that will be used to identify and reward school leaders, teachers, and other staff members who have increased student achievement. This process must reward educators for positively contributing to increased student achievement and for implementing the instruction program with fidelity (outlined in requirement #6).**

**Indicator 3B: In your response, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes, and who have not met criteria based on the teacher evaluation system.**

### 3A: 1) REWARD PROCESS

During the 2014-15 school year, the district recognizes school staff including teachers and para-professionals through the "Power of One." The process each month involves the school staff selecting a staff member who has gone above and beyond basic responsibilities to contribute to an increase student achievement. The names and a brief description are submitted to the Superintendent. Each person is awarded a Certificate of Appreciation at the monthly School Board meeting. The "Power of One" recipients are also offered the opportunity to appear on the local television station (JTV) with the Superintendent to share with the community the best practices/effective strategies they use to help each student succeed.

Priority Schools will use test scores from MEAP and NWEA (pre, mid and post) in math, reading and Science beginning in 2013-14 school year. These data will be used to identify school leaders, teachers and other staff members who have significantly increased student achievement. This will be determined by the building principal and/or school data teams.

### Administrators:

The district rewards school administrators for positively contributing to increase student achievement. The criterion for administrators receiving a reward is based on attaining a highly effective rating in each subcategory of the student achievement rubric in the evaluation process. The process for determining administrators who are "highly effective" in student achievement will be the responsibility of the Superintendent and/or Human Resource Director. The process of distributing the rewards will include establishing a list of administrators to be recognized by June 30th and developing a reward calendar, which will be in place by July 30th for the following school year. Possible

rewards will include the following:

- a. Administrators may receive one "summer/snow day" off.
- b. Choose to attend an additional state or national conference relevant to school improvement.

Teachers:

The district rewards educators for positively contributing to increase student achievement. The criterion for educators receiving a reward is based on attaining a highly effective rating in each subcategory of the student achievement rubric in the evaluation process. The process for determining teachers who are "highly effective" in student achievement will be the responsibility of the building principals, in collaboration with the Superintendent and/or Human Resource Director. The process of distributing the rewards will include establishing a list of teachers to be recognized by June 30th and developing a reward calendar, which will be in place by July 30th for the following school year. Possible rewards will include the following:

- a. Internal and external recognition to the community (electronic sign board, webpage, school newsletter, district newsletter, Board Commendations, etc.)
- b. Leadership opportunities (teacher in charge, curriculum/department chairpersons, PD leadership, etc.)
- c. Recognized on JTV (local television station)
- d. Opportunity to provide building level professional development on classroom instruction.

### 2) Implementing the instructional program. (i.e. Pearson, Springboard, IB, etc - see requirement #6)

The district rewards educators for effectively implementing district approved instructional programs (i.e. Pearson, Springboard, IB, etc.). The criterion for educators receiving a reward is based on attaining a "highly effective" rating in each subcategory of the Lesson Plans/Differentiated Instruction rubric in the evaluation process.

Additionally, the implementation of instructional programs will be frequently monitored through formal classroom observations, classroom walk-through's, the district Studer process, and through supports give to various instructional programs (i.e. IB Coordinators, Literacy Coach).

The process for determining teachers who are "highly effective" in lesson plans/differentiated instruction will be the responsibility of the building principals, in collaboration with the Superintendent and/or Human Resource Director. The process of distributing the rewards will include establishing a list of teachers to be recognized by June 30th and developing a reward calendar, which will be in place by July 30th for the following school year. Possible rewards will include the following:

- a. Internal and external recognition to the community (electronic sign board, webpage, school newsletter, district newsletter, Board Commendations, etc.)
- b. Opportunity to provide building level professional development on classroom instruction.

Input into appropriate rewards will be done through the completion of an annual survey (survey monkey) from the teaching staff.

Indicator 3B: Removal Process - The district has processes:

- 1) To identify educators who have not positively contributed to increased student achievement.

Administrators -

Administrative staff will be removed after three consecutive unsatisfactory performance evaluations. The removal of the administrator will be the duty of the Superintendent, with support from the Board of Education.

### Teachers -

As of 2011/2012, removal of ineffective administrators and teachers will occur after two consecutive ineffective ratings on the summative evaluation. A leader or staff member who is rated ineffective for two consecutive years will result in the district notifying parents of the ineffective rating. A lack of effort or participation will result in an ineffective rating. Also, proven disciplinary actions may be attached to a yearly evaluation and considered in the scoring of a given domain.

The district identifies educators who have not positively contributed to increased student achievement. The criterion for educators being identified is based on attaining an "ineffective" rating in each subcategory of the student achievement rubric in the evaluation process. The process for determining teachers who are "ineffective" in student achievement will be the responsibility of the building principals, in collaboration with the Superintendent and/or Human Resource Director. The process of identifying such teachers will include establishing a list of teachers by June 30th and developing an Individualized Development Plan (IDP) by the start of the following school year. The IDP will be reviewed with each teacher and strategies for improvement will be discussed in detail.

The district will offer multiple opportunities to those identified educators who need to improve their professional practice as outlined in the instructional program - see requirement #6. Opportunities to improve include the following:

- a. Professional development opportunities - district provided professional development (DPPD) - Jackson Public Schools' provide five professional development days to their teachers. These professional development opportunities are aligned with the district's instructional programs and/or goals.
- b. Mentor teacher - Jackson Public Schools structures a three-year mentoring program for all new staff and assists in the training of Master Teachers at each school. (see 5B)
- c. New Teacher Academy - The New Teacher Academy (NTA) is offered by the Jackson County Intermediate School District (JCISD) and is designed to meet the needs of new teachers and assist in topics such as classroom management, learning styles, data and assessment, how to handle stress, mentor/mentee relationships, curriculum expectations, quality instruction, and network support. NTA will focus closely on the books "Role Reversal: Achieving Uncommonly Excellent Results in the Student Centered Classroom" and "Essential Questions: Opening Doors to Student Understanding." This workshop is offered to all new teachers in Jackson Public Schools.

Additionally, per the Professional Negotiated Agreement (PNA), teachers identified for improvement will be given a Professional Competency Notification and placed on a Plan of Assistance. The Professional Competency Notification will outline the areas for improvement and the Plan of Assistance will provide a plan of action and supports needed to achieve teacher growth and success. An assistance committee will be developed to oversee the requirements of the plan and to aid in the growth of the identified teacher.

- 3) To remove ineffective educators based on criteria aligned with teacher evaluation system (see requirement #2) <See section 3B, #1>

**Requirement #4: Provide staff with ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program. This should be designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.**

**Indicator 4A: In your response, describe the school's plan for professional development. The plan must: (a) reflect the "Big Ideas" (see Part B), (b) offer repeated opportunities with a common focus, (c) be high quality, (d) be job-embedded (e.g. integrated into the work day), (e) align to the instructional program described in requirement #6, and (f) include a process for monitoring the impact of PD on instructional practices.**

The professional learning program provided to staff will be ongoing, high quality, and job-embedded. This professional learning will be aligned with the school's comprehensive instructional program. McCulloch staff will improve students' academic and behavior outcomes by ensuring that all students have access to best practices that are supported and evaluated by data. The professional learning program is driven by our three big ideas:

- Instructional: Increasing student achievement in math by increasing fluency in numbers and operation, and reasoning skills
- Organizational: Implementing a building wide Multi-Tiered System of Support (MTSS) to provide differentiated instruction for all students
- Culture/Climate: Improving students' academic and behavior outcomes by ensuring that all students have access to best practices that are supported and evaluated by data using a Positive Behavior Intervention Support (PBIS) System and Behavior Prevention Rubric by Dr. Marcia McEvoy.

According to research conducted by Robert Marzano in his book, *Classroom Instruction that Works* (2001), there are nine strategies that have positive effects on student learning. When teachers use these strategies effectively with their students, the outcome is improved student achievement. Research also indicates that job-embedded professional development is the most effective means of increasing staff efficacy. Sparks (1994) calls for a paradigm shift in staff development. This paradigm no longer includes "educators sitting passively while an "expert" exposes them to new ideas or "trained" them in new practices" (Sparks, 1994, p.26). Most research on instructional improvements has indicated that staff development consisting of a single session is ineffective (Sparks, G.M., 1983). McCulloch School will embed opportunities for staff to receive on site instructional coaching from JCISD staff as well as opportunities for peer coaching to support Marzano's research based strategies that effect student achievement. All teaching staff will be supported in this coaching initiative in order to impact teaching and learning in all content areas.

Based upon our research and identified needs, McCulloch Academy will implement professional learning to support our big ideas in the following ways:

**Instructional: Increasing Student Achievement in Math by Increasing Fluency in Numbers and Operations, and Reasoning Skills**

During our three year implementation cycle, all teachers will receive Math Academy training with Shannon Samulski. This training aligns with our goal to increase students' fluency in Number and Operations in math. Teachers will learn strategies to "help students become critical thinkers, problem solvers, innovators and change makers upon which every society thrives." "... it ensures that students are cognitively engaged; ... they are thinking deeply" (Himmele, 2011). No less than 6 training sessions will be provided. Program staff and peer coaching will be embedded so that teachers have additional supports in place. Supplemental math kits will be purchased for all teachers. Progress monitoring will include reviewing data from the program's assessments and use of formative assessments to target students' specific strengths and weaknesses. Staff will use the results of these assessments to make appropriate adjustments to instruction, and/or plan interventions.

The professional learning experience provided by the Math Academy will help McCulloch teaching staff address this big idea by improving Tier One classroom instruction and helping teachers identify and provide Tier 2 and 3 interventions for students who require additional time

and support. Our student math achievement will increase as students become more proficient problem solvers and better able to think mathematically.

### Organizational: Implementing a Building Wide Multi-Tiered System of Support (MTSS)

During our three year implementation cycle, all teachers will participate in professional learning in Multi-Tiered Systems of Support (MTSS). The Jackson County Intermediate School District (JCISD) will provide professional development on a monthly basis with reinforced coaching support. This professional development will focus on Tier 1, Tier 2, and Tier 3 interventions and will help teachers develop expertise and confidence in delivering differentiated instruction to struggling students in reading, math, and writing. A school wide, consistent, and standardized system for collecting and reviewing data will be developed within the MTSS. Teachers will gather data from common summative, formative, and classroom assessments and utilize this information to identify the tiers of intervention and lesson extensions required for each student. We will engage in professional learning for developing a guaranteed and viable curriculum, including the development and consistent implementation of quality assessments. Working collaboratively, teachers will analyze the data and use their knowledge of MTSS to restructure their teaching to best meet the needs of ALL learners.

On-going instructional coaching and support will be available to guide the collaborative teams consisting of teachers, para-educators, and other support staff. These teams will provide interventions in small group settings within the classroom using evidenced-based best practices. The professional learning program will allow for meetings of collaborative teams in which dialogue will occur, using common language. Forums, such as staff meetings, our designated collaboration time, and early release time will allow for continued collaboration and the analysis of student data. Grade level teachers will meet weekly during common planning time, before school or after school in order to disaggregate and review data from multiple data sources. These sources will include: MAP test scores, Guided Reading scores, Go Math Pre and Post tests, and Calkins rubrics as a tool to review writing. These on-going collaborative meetings will allow for progress monitoring to ensure the instructional practices are impacting student learning. In order to promote rapid turn-around, the instructional program will be based on a 3-6 week learning cycle (ILC). Through the instructional program process and the data collected, educators will improve individual teaching practices and build the team's capacity to intervene and/or enrich on behalf of the students. This work will take place in Professional Learning Communities. When analyzing student work, Rick DuFour's 4 questions will be referred to on a regular basis: How do I know the student learned the material, What evidence do I have, What do I do if they didn't learn it and What do I do for those that did learn it?

Professional learning will provide the staff with the elements necessary to utilize the given skills to write meaningful and purposeful lesson plans that will ensure student success. These plans will be turned in to the administrator on a set calendar dates established by the principal. They will create a source for informal and formal observations by the principal and other stakeholders. Lesson plans should clearly reflect and define student learning objectives, and the process and delivery of the objective(s), will guarantee the viable curriculum which is aligned with Common Core State Standards (CCSS). A variety of styles should be observed, such as small group instruction, whole group instruction, kinesthetic learning and cross-curricular teaching and learning. In addition, the use of a variety of materials and resources, such as the Fountas and Pinnell assessment and intervention source, Go Math, Pearson/Reading Street, and Lucy Calkins should be observed. An administrator walk-through will be completed on a bi-weekly basis and feedback will be provided to the teachers.

Professional learning around MTSS will help us address this big idea by helping teachers use data to identify students who need additional time and support to learn essential learning outcomes, and to select interventions to meet students' needs. This extra support will result in higher achievement for all students.

### Culture/Climate: Improving students' academic and behavior outcomes by using Positive Behavior Intervention Support (PBIS) System and Behavior Prevention Rubric by Dr. Marcia McEvoy.

We have identified McCulloch School as being in need of a defined culture /climate program and have selected two programs to meet this need: Positive Behavior Intervention and Support (PBIS) and Marcia McEvoy's Negative Behavior and Bullying Prevention program. These two programs work in concert to teach students the "why" and "how" of appropriate behavior as a means to promote success in school. Professional development in the Marcia McEvoy model and PBIS will be provided for all McCulloch staff members, students, parents, and

bus drivers.

The professional learning programs for both Marcia McEvoy and PBIS are high quality and on-going. The professional learning expectations in the classroom will include the modeling and teaching of daily expected behaviors, procedures, and routines to the students. Visual matrices and behavior prevention rubrics displayed throughout the building will provide support and quick reference for staff and students. The school's professional learning program will include a process for assessing the impact of and adjusting professional learning on instructional practices by analyzing student surveys, parent surveys, student log entries and discipline data, and live staff online surveys such as Poll Everywhere. This data will allow us to monitor the culture/climate and to refine the professional learning opportunities within this learning cycle as needed.

Additional professional learning will occur through McCulloch's participation in the African American Young Men of Promise Initiative grant. This initiative will lead our staff to complete a culture assessment which will help support our PBIS/McEvoy culture and climate big idea.

In addition, we will support the big ideas in the following ways:

- Pre and post conferences for teacher evaluations will be in place to provide individual teacher support to meet these observable expectations.

- We will use the Surveys of Enacted Curriculum to gather perception data regarding the intended and taught curriculum and instructional practices in ELA and Math in our building. We will engage in Professional Development to support data collection, reflection, and action planning based on the Surveys of Enacted Curriculum.

These conversations will allow us to continue to monitor our progress as we move toward implementing our big ideas.

**Requirement #5: Implement strategies to recruit and retain staff with skills necessary to meet the needs of students in a transformational school. These can include strategies such as financial incentives, increased opportunities for promotion and career growth and more flexible work conditions.**

**Indicator 5A: In your response, identify the strategies the district will use to recruit teachers to this school based on student needs and assign teachers to this school based on student needs.**

**Indicator 5B: In your response, identify the strategies the district will use to retain teachers at this school.**

Indicator 5A: Recruitment & Assignment - The district has a process for:

1) Recruiting teachers to this school based on student needs.

Based on our data, McCulloch Academy has a high population of low socio-economic students (SES). These students have a variety of needs, including academic, social, emotional, behavioral, and personal basic needs. If the need for recruitment arose, McCulloch Academy would seek out individuals with experience and/or training working with children and families of poverty. These individuals should be compassionate, accommodating, understanding, empathetic, and able to develop close relationships with students and their families. Qualified candidates would also need to possess the ability to use data to differentiate instruction to meet the needs of all students, but particularly those from a low SES background.

The district recruits, hires and retains a highly diverse and qualified staff. The primary attributes conserved in the hiring process include: extensive knowledge of content area(s); demonstrated use of effective research-based and developmentally appropriate instructional practices and experience teaching a diverse population.

Additionally, the district aim is committed to a recruitment process which promotes diversity in its staff as reflected by the student population and its needs. In order to achieve these goals, the district will actively recruit qualified candidates to meet the needs of all our student

population. The recruitment process will include, but will not be limited to: college visitations, follow-up, media advertisements, database searches, and networking (personal contact).

2) Assigning teachers to this school based on student needs.

Board Policy 5870 - Jackson Public Schools considers the appropriate placement of effective teachers as an essential ingredient in promoting student growth, in attaining successful educational outcomes for students and in providing quality education services. Teacher placement decisions shall be guided by the following standards:

1. These decisions will be premised on staffing the established curriculum with the most effective teachers who are certified and qualified to instruct the courses within the established curriculum, grades and departments.
2. All teachers must be properly certified for all aspects of their assignments.
3. Teacher placement decisions shall also be made on the basis of a teacher's qualifications. (i.e. professional training, academic preparation, prior teaching experience, etc.)
4. In addition to certification and qualifications, teacher placement decisions shall be made on the basis of teacher effectiveness, as determined through the teacher effectiveness criteria established in Section 1248 of the Revised School Code and as articulated in District Policy 5860 Reduction and Recall of Teachers.

Additionally, when an open teaching position is identified, the building principal (in collaboration with staff) is now responsible for hiring. This gives school buildings more flexibility and influence over their staffing needs. Previously, the hiring was done by the district and teachers would be placed at individual buildings by seniority.

Indicator 5B: Retention - The district has a process for:

1) Retaining teachers at this school that includes incentives.

Jackson Public Schools' has a process for retaining at its individual buildings that includes incentives. The process for retaining their teachers includes a mentor program for all new staff. Jackson Public Schools structures a three-year mentoring program for all new staff and assists in the training of Master Teachers at each school. New teachers are provided with an induction program at the district level that incorporates the district vision, instructional goals and policies and procedures. Additionally, a Teacher-Mentor program for our Non-Tenured teachers and "New" JPS teachers is a requirement for our staff. Specific contact log sheets and checklists are provided. The evaluation documents for both teachers and administrators have been uploaded in the Priority School Assurances.

Also, the district process for retaining teachers includes incentives, such as:

- a. Internal and external recognition to the community (electronic sign board, webpage, school newsletter, district newsletter, Board Commendations, etc.)
- b. Leadership opportunities (teacher in charge, curriculum/department chairpersons, PD leadership, etc.)
- c. Recognized on JTV



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## PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

**Requirement #6: Use data to identify and implement an instructional program(s) that is based on research and aligned from one grade to the next, as well as with state academic standards.**

**Indicator 6A: In your response, detail the process the school used to select an instructional program. The process must address how the school used a diagnostic process that (a) used multiple data sources to understand priority designation, (b) links the instructional program to disaggregated data by subject, grade level, and subgroups, (c) identified and prioritized underlying causes of low student performance, (d) describe a three-year sequence for improving instruction in all content areas related to priority school designation.**

**Indicator 6B: In your response, describe your instructional program. The school's instructional program must: (a) reflect the "Big Ideas", (b) include specific teaching and learning strategies (Tier I) for school-wide implementation, (c) align with career & college ready standards, (d) be based on research, relevant data, and outcomes of data dialogue (if applicable), (e) provide an overview of the implementation timeline, resources, and staff responsible for implementation over three years, and (f) describe a plan to track adult implementation of instructional program**

Goal 1: All students at McCulloch Academy will be proficient in math.

Measurable Objective 1: 43% of Third, Fourth and Fifth grade students will demonstrate a proficiency level in Mathematics by 05/29/2015 as measured by the state assessment.

Strategy 1: Response to Intervention and Multi Tiered Systems of Support - Teachers will implement Multi-Tiered Systems of Support to increase math achievement for all students.

Research Cited: Fuchs, D., & Fuchs, L. (2006). Introduction to response to intervention: What, why, and how valid is it? Reading Research Fuchs, L. S., Compton, D. L., Fuchs, D., Paulsen, K., Bryant, J. D., & Hamlett, C. L. (2005). The prevention, identification, and cognitive determinants of math difficulty.

Journal of Educational Psychology, 97 (3), 493-513.

McMaster, K. L., Fuchs, D., Fuchs, L. S., & Compton, D. L. (2005). Responding to nonresponders: An experimental field trial of identification and intervention methods.

Exceptional Children, 71 (4), 445-463.

O'Connor, R.E., Harty, K. R., & Fulmer, D. (2005). Tiers of intervention in kindergarten through third grade. Journal of Learning Goal 1: All students at McCulloch Academy will be proficient in math.

Measurable Objective 2: 35% of All Students will demonstrate a proficiency by increasing the percent of students scoring at grade level from 27% to 35% in Mathematics by 05/29/2015 as measured by the NWEA Map Test.

Strategy 1: Response to Intervention and Multi Tiered Systems of Support - Teachers will implement Multi-Tiered Systems of Support to increase math achievement for all students.

Research Cited: Fuchs, D., & Fuchs, L. (2006). Introduction to response to intervention: What, why, and how valid is it? Reading Research Fuchs, L. S., Compton, D. L., Fuchs, D., Paulsen, K., Bryant, J. D., & Hamlett, C. L. (2005). The prevention, identification, and cognitive determinants of math difficulty.

Journal of Educational Psychology, 97 (3), 493-513.

McMaster, K. L., Fuchs, D., Fuchs, L. S., & Compton, D. L. (2005). Responding to nonresponders: An experimental field trial of identification and intervention methods.

Exceptional Children, 71 (4), 445-463.

O'Connor, R.E., Harty, K. R., & Fulmer, D. (2005). Tiers of intervention in kindergarten through third grade. Journal of Learning Disabilities, 38 (6), 532-538.

O'Connor, R. (2000). Increasing the intensity of intervention in kindergarten and first grade. Learning Disabilities Research & Practice, 15 (1), 43-54.

Activity 1: Response to Intervention and Multi-Tiered Support Systems Training: Two staff will attend a three day PLC and Multi-Tiered Systems of Support (MTSS) training in August. These teachers will train the remaining teachers upon their return.

Activity Type: Professional Development

Tier: 2

Phase: Implement

Begin Date: 8/13/14

End Date: 12/19/14

Resource Assigned: \$1,000

Source Of Funding: Title II Part A

Staff Responsible: Building Administrator, Teachers, ISD Personnel

Activity 2: Math Coaches: Six math coaches will provide supplemental math instruction and support teachers by helping to differentiate instruction for students in small groups.

Activity Type: Academic Support Program

Tier: 2

Phase: Implement

Begin Date: 9/3/14

End Date: 6/19/15

Resource Assigned: \$41,000

Source Of Funding: Title I Part A

Staff Responsible: Building Administrator, Teachers, Coaches

Activity 3: Parent Education and Support Teachers will teach parents how to help their children in math by offering several opportunities, including:

- Parent Workshop: Teachers and the social worker will sponsor an informational workshop for parents to teach them ways to help their child in math.

- Math Fun Night: Families will be invited to McCulloch to learn new strategies and math games they can play at home that will increase their child's achievement in math.

Activity Type: Parent involvement

Tier: 1

Phase: Implement

Begin Date: 9/3/14

End Date: 6/19/15

Resource Assigned: \$500

Source Of Funding: Title I Part A

## Transformation Redesign Diagnostic

McCulloch School

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Staff Responsible: Building Administrator, Teachers, Social Worker

Activity 4: Progress Monitoring: Teachers will assess student proficiency in math using formative and summative assessments and use this information to differentiate instruction. Teachers will meet weekly to collaborate to look at student work/data to plan instruction in MTSS groups. Three times a year, teachers will meet to look at results from NWEA testing for the purpose of grouping, identifying students eligible for Title I services, and planning differentiation. Students that are not progressing will be referred to ASSIST student study team, where teachers, a social worker, parents, the building administrator, and an educational psychologist will choose interventions for the student. In this way, we will increase the collaboration of teachers in monitoring student and program progress.

Activity Type: Professional Learning

Tier: 2

Phase: Implement

Begin Date: 9/3/14

End Date: 6/19/15

Resource Assigned: 0

Source Of Funding: other

Staff Responsible: Building Administrator, Teachers, Social Worker

Activity 5: Go Math Professional Development: Teachers will attend conferences and other professional development opportunities in math and use of technology to differentiate math instruction. Possibilities include Michigan Association for Computer Users in Learning, Kindergarten, Differentiated Instruction, PLC, and MTSS/RTI conferences, and Math Academy, Go Math, AAYMPI, and RTI/MTSS training. This also includes any other professional development opportunities that will help us achieve our building goals in math by improving instruction and student achievement. Upon their return, teachers will share their learning with the rest of the staff.

Activity Type: Professional Learning

Tier: 1

Phase: Implement

Begin Date: 9/3/14

End Date: 6/19/15

Resource Assigned: \$2,500

Source Of Funding: Title II Part A

Staff Responsible: Building Administrator, Teachers

Activity 6: Monitoring the Implementation of MTSS: The building administrator will conduct observations of math instruction, looking for evidence of the implementation of MTSS.

Activity Type: Academic Support Program

Tier: 2

Phase: Implement

Begin Date: 9/3/14

End Date: 6/19/15

Resource Assigned: \$0

Source Of Funding: None required

Staff Responsible: Building Administrator, MTSS Leadership Team, Teachers

Goal 2: McCulloch Academy School will cultivate a positive, inclusive learning environment that includes integrated student supports, builds

capacity for strong leadership and effective instruction, and is based on a foundation of collaboration and communication.

Measurable Objective 1: The staff at McCulloch Academy will collaborate to decrease the number of suspensions from 54 to 45 by 06/05/2015 as measured by Powerschool log entries.

### Strategy 1:

Positive Behavioral Interventions and Supports: All staff members will collaborate to implement a Positive Behavioral Interventions and Support program in all K through 5 classrooms.

Research Cited: Eber, L, Sugai, G., et al. (2002). Wraparound and Positive Behavioral Interventions and Supports in the Schools. Journal of Emotional

Cohen, J. (2008). Social, Emotional, Ethical, and Academic Education: Creating a Climate for Learning, Participation in Democracy, and Well-Being. Harvard Educational Review. September, 201-237.

and Behavioral Disorders . 10(3), 171-180.

Bradshaw, C., Koth, C., et. Al. (2008). The Impact of School-Wide Positive Behavioral Interventions and Supports (PBIS) on the Organizational Health of Elementary Schools. School Psychology Quarterly. 23(4). 462-473.

Bradshaw, C., Mitchell, M., & leaf, P. (2010). Examining the Effects of Schoolwide Positive Behavioral Interventions and Supports on Student Outcomes: Results From a Randomized Controlled Effectiveness Trial in Elementary Schools. Journal of Positive Behavior Interventions. 12(3), 133-148.

Activity 1: PBIS Training: All teachers, the social worker, the building administrator, and paraprofessionals will participate in professional learning in the Positive Behavioral Interventions and Supports and Michigan Model Social and Emotional curricula as needed.

Activity Type: Professional Learning

Tier: 1

Phase: Implement

Begin Date: 9/3/14

End Date: 6/05/15

Resource Assigned: \$1200

Source Of Funding: Title II Part A

Staff Responsible: Building Administrator, Teachers, Paraprofessionals, Social Workers, ISD personnel

Activity 2: ASSIST and Student Behavior Plans: Students who have been suspended more than once or referred to the office more than three times will be referred to ASSIST by their teacher, where interventions such as behavior plans will be decided upon by the ASSIST team. The parent, social worker, principal, and teacher will work together to select specific behaviors upon which to focus and select reward and consequences for good and bad daily reports. They will also select a large incentive the student can earn when he/she earns at least 80% of the possible points for a given amount of time.

Activity Type: Behavioral Support Program

Tier: 3

Phase: Monitor

Begin Date: 9/3/14

End Date: 6/05/15

Resource Assigned: \$500

Source Of Funding: Title I Part A

Staff Responsible: Building Administrator, Teachers, Social Workers

Activity 3: Implement PBIS Curriculum: A PBIS committee will be formed and preliminary data collected. All teachers will implement Positive Behavior Interventions and Support lessons and teach social and emotional lessons from Michigan Model in their classrooms, supported by the Social Worker.

Activity Type: Behavioral Support Program

Tier: 1

Phase: Implement

Begin Date: 9/3/14

End Date: 6/05/15

Resource Assigned: \$250

Source Of Funding: Title I Part A

Staff Responsible: Building Administrator, Teachers, Paraprofessionals, Social Workers

Activity 4: Social Worker: A social worker will teach social skill lessons, support teachers in implementing PBIS in classrooms, counsel students individually or in small groups, provide parent workshops in PBIS, and help connect families to community resources.

Activity Type: Behavioral Support Program

Tier: 2

Phase: Implement

Begin Date: 9/3/14

End Date: 6/05/15

Resource Assigned: \$78000

Source Of Funding: Title I Part A

Staff Responsible: Building Administrator, Social Workers

Activity 5: Monitoring the Implementation of the PBIS Curriculum: The building administrator and/or PBIS team will compile a list of look-fors which will be used during walk-throughs to ensure that all teachers are implementing the Positive Behavior Interventions and Supports curriculum. The PBIS team will collect, analyze, and report discipline data to staff, students, and parents.

Activity Type: Walk-through

Tier: 1

Phase: Implement

Begin Date: 9/3/14

End Date: 6/05/15

Resource Assigned: 0

Source Of Funding: No funding required

Staff Responsible: Building Administrator, Social Workers

Activity 6: Evaluation of the Results of the Implementation of PBIS: The PBIS committee will regularly collect discipline data, analyze it for evidence of improvement, and share findings with staff, parents, and students.

Activity Type: Monitoring

Tier: 1

Phase: Implement

Begin Date: 9/3/14

End Date: 6/05/15

Resource Assigned: 0

## Transformation Redesign Diagnostic

McCulloch School

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Source Of Funding: No funding required

Staff Responsible: Building Administrator, teachers

Strategy 2: Positive Phone Calls Home: K-5 teachers will make regular positive phone calls home.

Research Cited:

Aguilar, E. (2012). The Power of the Positive Phone Call Home. Edutopia Blog: <http://www.edutopia.org/blog/power-positive-phonecall-home-elena-aguilar>

Becker, B.E. & Luthar, S.S. (2002). Social-emotional factors affecting achievement outcomes among disadvantaged students: Closing the achievement gap. Educational Psychologist, 37 (4), pp. 197-214.

Darling-Hammond, L. (1999). Teacher quality and student achievement: A review of state policy evidence. Center for the Study of Teaching and Policy: Seattle, WA.

Ferguson, R.F. (2003). Teachers' perceptions and expectations and the black-white test score gap. Urban Education, 38(4), pp. 460-507.

Hattie, J. (2003). Teachers make a difference: What is the research evidence? Australian Council for Educational Research: University of Auckland.

Haycock, K. (1998). Good teaching matters. Education Trust: Washington, DC.

Hong, S. & Ho, H.Z. (2005). Direct and Indirect Longitudinal Effects of Parental Involvement on Student Achievement: Second-Order Latent Growth Modeling Across Ethnic Groups. Journal of Educational Psychology, 97(1), pp. 32-42.

Kafele, B. K. (2009). Motivating Black Males to Achieve In School and In Life. Alexandria, VA: ASCD.

Kenyatta, C.P. (2012). From Perception to Practice: How Teacher-Student Interactions Affect African American Male Achievement. Journal of Urban Learning, Teaching, and Research, v8 pp. 36-44.

Marshall, K. (2009). A how-to plan for widening the gap. Phi Delta Kappan, Vol. 90, No. 09, May, pp.650-655.

Michigan Department of Education. (2013). African-American male student voice: Report on Ingham County focus groups.

Sanders, W. L., & Rivers, J. C. (1996). Cumulative and residual effects of teachers on future student academic achievement. Knoxville, TN: University of Tennessee Value-Added Research and Assessment Center.

Shindler, J. (2009). Transformative classroom management: Positive strategies to engage all students and promote a psychology of success. San Francisco, CA: Jossey Bass.

Toldson, I. A. (2008). Breaking barriers: Plotting the path to academic success for school-age African-American males. Washington, D.C.: Congressional Black Caucus Foundation, Inc.

Activities:

Activity 1: Positive Phone Calls Home: K-5 teachers will make regular positive phone calls home to the parents of their students.

Activity Type: Behavioral Support Program

Tier: 1

Phase: Monitor

Begin Date: 9/3/14

End Date: 6/05/15

Resource Assigned: 0

Source Of Funding: No funding required

Staff Responsible: Building Administrator, teachers

Activity 2: Professional Learning around Positive Phone Calls Home: Two teachers will attend AAYMPI training on positive phone calls home

and share their learning upon their return.

Activity Type: Professional Learning

Tier: 1

Phase: Implement

Begin Date: 9/3/14

End Date: 6/05/15

Resource Assigned: \$1200

Source Of Funding: Title I Part A

Staff Responsible: Building Administrator, teachers

Activity 3: Monitoring the Implementation of the Positive Phone Call Intervention: The administrator will collect call logs each trimester as evidence that teachers are making positive phone calls home with fidelity.

Activity Type: Progress Monitoring

Tier: 1

Phase: Monitor

Begin Date: 9/3/14

End Date: 6/05/15

Resource Assigned: \$0

Source Of Funding: No Funding Required

Staff Responsible: Building Administrator, teachers

Measurable Objective 2:

demonstrate a proficiency 100% of students will respond more favorably on surveys designed to capture process and perception data by 06/05/2015 as measured by building surveys.

Strategy 1:

McEvoy Model of Aggression Prevention: Staff members will implement McEvoy Interventions and exercises, including classroom meetings, staff interventions, disciplinary rubric, bystander awareness, and education.

Research Cited: Fekkes, M., Pijpers, F., Verloove-Vanhorick, P., (2006). Effects of Antibullying School Program on Bullying and Health Complaints; Arch Pediatr Adolesc Med. 160(6), 638-644.

Smith, P. K., & Ananiadou, K. (2003). The nature of school bullying and the effectiveness of school-based interventions. Journal of Applied Psychoanalytic Studies, 5, 189-209.

Frey, K., Hirschstein, M., Snell, J. et al. (2005). Reducing Playground Bullying and Supporting Beliefs: An Experimental Trial of the Steps to Respect Program. Developmental Psychology. 41(3), 479-491.

Activities:

Activity 1: Comprehensive Training in McEvoy Model of Aggression Prevention: The building administrator, teachers, paraprofessionals, custodians, cafeteria workers, parents, and students will receive training in the McEvoy Aggression Prevention model.

Activity Type: Professional Learning

Tier: 1

Phase: Implement



## Transformation Redesign Diagnostic

McCulloch School

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Begin Date: 8/3/14

End Date: 6/05/15

Resource Assigned: \$2500

Source Of Funding: Title I, Part A

Staff Responsible: Building Administrator, leadership team, teachers, parents, staff, students

Activity 2: Implementation of McEvoy Program: Teachers and staff members will implement McEvoy strategies throughout the school year.

Activity Type: Behavioral Support Program

Tier: 1

Phase: Implement

Begin Date: 8/3/14

End Date: 6/05/15

Resource Assigned: \$0

Source Of Funding: No Funding Required

Staff Responsible: Building Administrator, Social Worker, teachers, parents, staff, students

Activity 3: Monitor Implementation of McEvoy Interventions: The building administrator and the PBIS committee will create a list of "look-fors"--evidence that McEvoy's interventions are being utilized by all staff members. The building administrator will look for evidence that the program is being implemented as walk-throughs are conducted several times a year.

Activity Type: Walk-through

Tier: 1

Phase: Implement

Begin Date: 8/3/14

End Date: 6/05/15

Resource Assigned: \$0

Source Of Funding: No Funding Required

Staff Responsible: Building Administrator, Social Worker, teachers, parents, staff, students, PBIS Committee

Activity 4: Evaluation of McEvoy Interventions: Staff members will analyze student survey results and log entries for evidence of the reduction of aggressive behavior by students and an improved building culture and share those results with parents, students, and other staff members.

Activity Type: Progress Monitoring

Tier: 1

Phase: Implement

Begin Date: 8/3/14

End Date: 6/05/15

Resource Assigned: \$0

Source Of Funding: No Funding Required

Staff Responsible: Building Administrator, teachers, PBIS Committee

Narrative:

#6 Process for selecting instructional program

McCulloch Academy has identified the following underlying causes of low student academic performance:

1. A lack of student attendance, especially in kindergarten and preschool.
2. A lack of parent involvement in parent teacher conferences, open house and Achieving Success Student Intervention Study Team meetings.
3. Student behavior issues and a lack of student motivation.
4. A lack of support, extended learning time, and differentiated instruction for students who are performing below grade level.

We have identified math fluency as one of our big ideas. We have also determined that our school is in need of a Multi Tiered System of Supports (MTSS) across the curriculum. This was based on multiple data sources including MEAP, NWEA (MAP), Successmaker, Powerschool log entries, and survey data.

McCulloch Academy analyzed our spring 2013-14 data and uncovered the following information about student achievement in math:

Based on our analysis of the 2013-14 MEAP results, we found

In 3rd grade,

77% of all students were not proficient in math.

90% of African American students were not proficient in math.

29% of Caucasian were not proficient in math.

100% of SWD students were not proficient in math.

100% of students in the bottom 30 were not proficient in math.

In 4th grade,

94% of all students were not proficient in math.

96% of African American students were not proficient in math.

97% of Caucasian were not proficient in math.

100% of SWD students were not proficient in math.

100% of students in the bottom 30 were not proficient in math.

In 5th grade,

96% of all students were not proficient in math.

100% of African American students were not proficient in math.

66% of Caucasian were not proficient in math.

100% of SWD students were not proficient in math.

100% of students in the bottom 30 were not proficient in math.

According to the Spring 2014 MAP,

- 71% of kindergarten students scored below grade level in math.
- 52% of first grade students scored below grade level in math.
- 48% of second grade students scored below grade level in math.
- 77% of third grade students scored below grade level in math.
- 94% of fourth grade students scored below grade level in math.
- 89% of fifth grade students scored below grade level in math.

Based on our analysis of the 2013-14 MEAP, we found a consistent gap in K-5 student achievement between our achievement scores and the state's scores in the areas of numbers and operations and reasoning.

- 3rd grade students scored 57% of the total possible points in Numbers and Operations fluency (Addition and Subtraction).
- 4th grade students scored 53.5% of the total possible points in Numbers and Operations fluency (multiplication and division) and 34% of the total possible points in Numbers and Operations fluency (understanding area and perimeter).
- 5th grade students scored 33% of the total possible points in Numbers and Operations fluency (decimals and fractions) and 44% of the total possible points in Numbers and Operations fluency (whole-number multiplication).

Through collaborative vertical and grade level teams, curriculum, instruction, and assessment will be implemented and aligned across grade levels based on Michigan's Common Core Standards. Teaching and learning strategies will include a 90 minute reading block and a 60 minute math block, paraprofessional and Title I classroom support (literacy and math coaches), guided reading groups, the development of common core aligned units of study, and hands-on enrichment activities.

### Big Idea: Math

We will begin improving math instruction at McCulloch Academy by creating a guaranteed and viable math curriculum. The McCulloch staff will meet in grade level and vertical teams to identify essential/priority math standards, then collaborate to pace instruction, find or create common formative assessments, and plan interventions for students who have difficulty mastering standards identified as priority. We will implement a 30-minute math WIN block each day ("What I Need" time) during which students will receive additional time and support for interventions or extensions.

During the first year of implementation, McCulloch staff members will attend professional development for the Go Math series. In the following years, staff members will attend Math Academy, a professional learning opportunity provided by the county ISD.

Once priority standards have been identified, common formative and summative math assessments will be identified in the Go Math series or created by grade level teachers. Teachers will meet in bi-weekly PLC meetings to analyze and discuss student achievement data collected from multiple assessments, including core subject assessments, Successmaker, and MAP. These assessments will enable us to guide instruction and provide support across the curriculum. The MAP/NWEA assessment will be administered three times a year and the assessment results will be used to determine the appropriate tiered interventions. Formative and summative math assessments will be administered before and after each unit of instruction to assess our students' level of knowledge and to drive instruction. Successmaker data will be used to monitor student growth in critical math areas. The staff will develop and implement an assessment calendar.

### Big Idea: Building a Positive Climate and Culture

During the 2013-14 school year, there were 54 student suspensions for negative behavior, which were incurred by 13% of the student population. On student surveys, a decreasing number of students reported feeling safe in our school, or feeling that students in our school were friendly.

Our Big Idea for culture and climate will focus on the development of a school-wide plan to build a positive culture which will result in a decrease in aggressive and negative behavior. Our building has begun the process of implementing a Positive Behavior Intervention and Support (PBIS) program. We developed a school-wide PBIS matrix, detailing the expected behaviors in each location of our building and have begun to explicitly teach these expectations to students. These will also be retaught as needed.

The PBIS process will include Marcia McEvoy's program to reduce student aggression. Students, teachers, staff members, and parents have received and will continue to receive training in a variety of strategies to reduce student aggression in school. Additionally, students will participate in social skill classes with the social worker, recess school with paraprofessionals, and Michigan Model lessons with teachers. Teachers will also utilize positive phone calls and silent mentoring to encourage and support students with behavior issues. The end result will be higher academic achievement due to fewer discipline problems and increased student engagement.

During the first year of implementation, we will focus on the continued development of a school-wide PBIS program to decrease negative and aggressive behavior. Expected behaviors will be taught explicitly and re-taught as needed. A rubric of consequences for mean behaviors

has been developed and will be introduced and put into use. A zero tolerance for mean behaviors will also be implemented. All mean behaviors will be addressed so that students come to expect that they will not be tolerated.

The climate/culture focus for the second year of implementation will continue to be on the expansion of our school-wide PBIS program. Staff will front-load instruction around the expected behaviors in each location of the school and reteach these as needed throughout the year. Positive phone calls home will continue to be utilized to encourage positive behaviors and a connection between home and school. The anticipated outcome off these interventions will be a more positive climate, increased student engagement, a decrease in negative behavior, and a decrease in suspensions and detentions. Suspension, detention, and student perception data will be collected and analyzed to monitor our progress.

The final year of implementation will focus on refining our PBIS school-wide program. The staff at McCulloch will continue to teach and re-teach expected behaviors to build a positive culture and decrease mean and negative behaviors. We will also continue to further refine our tier 2 and tier 3 behavioral supports, and collect and regularly analyze data to monitor our progress.

Big Idea: MTSS

Our staff will continue to implement MTSS to meet the needs of all students. All staff members will attend a year-long MTSS class, where they will learn how to implement and participate in an MTSS program. We will collect data from classroom assessments, and formative and summative assessments to determine which students need Tier 2 and Tier 3 interventions, and to monitor our own progress during the implementation of the MTSS program.

During the first year of implementation, our MTSS program will focus on math. We will collect data from classroom assessments, and formative and summative assessments to determine which students need Tier 2 and Tier 3 interventions. Math coaches will travel to each classroom three days a week to provide these interventions, providing support and extending learning around math standards in small groups during a 30 minute intervention block. This block will be called WIN, or What I Need time.

During the second year, we will continue our implementation of MTSS and WIN time expanding it to provide support (tier 2 and tier 3 interventions) to students in reading comprehension.

During the final year of implementation, our academic focus will remain on the use of the MTSS and WIN time to provide additional time and support for intervention and extension. MTSS/WIN time will be expanded to support students in their development of writing skills. Teachers will continue to work collaboratively in professional learning communities to develop, refine, and implement a guaranteed and viable curriculum for all students, focusing on math, reading, and writing.

**Requirement #7: Promote the continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction to meet academic needs of individual students.**

**Indicator 7A: In your response, describe how the school promotes the continuous use of individual student data (such as;**

**formative, interim, and summative). This plan must: (a) outline expectations for regular and on-going building-wide use of data, (b) describe the structure and process for educators to collaborate to analyze data and plan for Tier II and Tier III instruction, and (c) identifies instructional program outcomes and a plan to assess for impact**

McCulloch School has shown a need to improve student achievement by differentiating student instruction through a school-wide Multi Tiered System of Supports (MTSS) program. McCulloch School will collect and analyze data from the following multiple sources: MEAP, Measures of Achievement Progress (MAP) test scores, Power School log entries, parent contact logs, Accelerated Reader reports, Pearson Pre and Post tests, Go Math Pre and Post tests, rubrics as a tool to review writing, Waterford and SuccessMaker reports. The following teams will develop, refine and implement a guaranteed and viable curriculum for all students based on Michigan's Common Core State Standards: leadership team, grade level teacher teams, cross grade level teacher teams and an intervention team. Common formative assessments will be developed to monitor ongoing student progress, focusing on comprehension of informational text across the curriculum. MTSS will be used to provide additional time and support for intervention and enrichment.

The fore-mentioned teams will outline regular and on-going building-wide data which will provide our staff with the knowledge needed to differentiate student instruction that will ensure mastery of essential standards. According to Doug Reeves (2010), "Data Teams are the single best way to help educators and administrators move from "drowning in data" to using the information to make better instructional decisions. Teams are forced to look at the combination of student results, teaching strategies, and leadership support instead of just student scores."

Both grade level and cross grade level teacher teams will collect data and be responsible for establishing necessary targets of students' learning and behavior. The grade level teacher teams will meet weekly during common planning time in order to disaggregate and review data from multiple data sources; it is important for these teams to define essential targets in both learning and behavior. The teams will analyze the data to assess student learning and instructional effectiveness. This data will further identify students who need modifications that will allow for student movement into and out of different tiers of support. Student progress will be monitored every three weeks. Cross grade level teams will meet once each trimester during staff meetings. These teams will identify and discuss which student skills were met and determine teaching interventions.

The Leadership team will consist of the building principal, along with a group of teachers, which will meet monthly. This team will collaborate with teacher teams in order to establish a school-wide system and structures that will improve academic achievement and positive behavior. Teaching strategies and best practices will be discussed for a school-wide implementation to close the achievement gap.

An Intervention team (Achieving Success Student Intervention Study Team) will consist of principal, teachers, RTI staff, parents and specialists as needed. This team, which meets monthly, will be able to diagnose and prescribe interventions/tier 3 interventions.

Progress monitoring will enhance the teacher's ability to place a student in the appropriate tier level as demonstrated below: Tier 1 students will participate in on-line reading and math MAP assessments. Teachers will disaggregate the data to find specific learning gaps. Students with specific skill deficits will be moved to Tier 2 status. Small group instruction, addressing missed skills, will be provided by the classroom teacher, para-professionals or Title 1 teachers. Students who are unable to demonstrate progress within a 3 week window, they will be moved to Tier 3 for one-on-one instruction with an RTI staff member.

Tier 1 students will engage in individualized, on-line reading and math programs (SuccessMaker and Waterford.). Teachers will access the Areas of Difficulty report to identify specific strands of student deficits. Students that are lacking specific skills will be moved to Tier 2 status. Computerized reteaching tutorials will be utilized with teacher support. If students do not demonstrate progress after 3 weeks, they will be moved to Tier 3 for one-on-one instruction with an RTI staff member.

All students at McCulloch will follow the school behavior rubric according to the Marcia McEvoy PBIS model. Teachers will use 15 second interventions to address aggressive behavior. Students that exhaust the rubric will be moved to Tier 2 status to complete Time to Think Forms in a Time to Think Room during their recess and lunch time. If students do not demonstrate improvement in behavior, they will be move to Tier 3 status for RTI support from the school social worker.

All students at McCulloch will take pre and post writing, math and language arts tests. Students who demonstrate a specific skill shortfall are moved to Tier 2 status with small group instruction. Students who remain in need of intervention after post-testing will be moved to Tier 3 status for one-on-one instruction with an RTI staff member.

In accordance with the State of Michigan, McCulloch has identified students to participate in the 2014 - 2015 Superintendent's Drop OutChallenge; These students who are on Tier 3 status have demonstrated a lack of progress in academics, behavior and daily attendance.

This challenge allows McCulloch students to have meaningful and purposeful one-on-one interaction with adult mentors from McCulloch staff. These positive relationships will interconnect into daily peer interactions and help to close academic and behavioral achievement gaps.

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## PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

**Requirement #8: Establish schedules and strategies that provide increased time for instruction in core academic subjects, enrichment activities, and professional learning for teachers.**

**Indicator 8A: In your response, describe the district's plan for increasing time for core academic subjects that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.**

**Indicator 8B: In your response, describe the district's plan for increasing time for enrichment activities that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.**

**Indicator 8C: In your response, describe the district's plan for increasing time for professional collaboration that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.**

8A

The district realizes that due to the lack of student achievement, we need to add 30 minutes of time which will be used to create a Multi-Tiered System of Support (MTSS) intervention/enrichment block within the daily schedule which will in turn increase the amount of time spent on core academics. The increased instructional time of 30 minutes will consist of adding 30 minutes to our current day and restructuring our current daily schedule to increase by 10 minutes from unstructured time. This will total an additional 2½ hours per week of intervention/enrichment time. Various developmental assessments will be analyzed on an ongoing continuum basis to help drive our enrichment instruction. Assessment examples may include, but not limited to Go Math, Math Academy pre and post assessments, Fountas and Pinnell, Calkins' Writing Rubrics, running records, Rigby, SuccessMaker and Measures of Academic Progress Assessment. This targeted and intentional instructional time will engage students' productivity and meaningful experiences which will lead to increased student achievement.

Indicator 8B: Time for Enrichment

The district's plan for increasing time for enrichment activities is through the Multi-Tiered Systems of Support (MTSS) instructional blocks will utilize supplemental/intensive instruction for the enrichment of students in all tiers. The additional 30 minutes is dedicated to the MTSS block. Various developmental assessments will be analyzed on an ongoing continuum basis to help drive our enrichment instruction. Intentional and target instructional strategies will focus on study skills, writing workshops, best practices in reading, and character building. This targeted and intentional instructional time will engage students' productivity and meaningful experiences which will lead to increased student achievement.

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targeted and intentional instructional time will engage students' productivity and meaningful experiences which will lead to increased student achievement.

In addition to the enrichment activities that occur during instructional time, McCulloch Academy also partners with the community during non-instructional time to provide enrichment activities that include after school programs, such as Book Partners (a mentoring reading program), the CAT Team (Cross Age Tutoring for Kindergarten students after school) C.P. Federal Credit Union, and Girls and Boys Quest. Other enrichment activities, like Girl Scouts and BIGS (Big Brothers, Big Sisters), take place during our lunch period.

### Indicator 8C: Time for Professional Learning

The district's leaders recognize the lack of teachers' collaboration time. Professional learning time will total a minimum of 1 hour and 30 minutes per week which could consist of two equivalent 45-50 minute sessions per week of allocated planning time or personal time before or after school. The confirmation of this collaboration time will be agendas, minutes, artifacts of collaborative work, and sign-in sheets which will be provided to the Administrator after each session. This professional learning time will provide staff with effective research based strategies and knowledge to increase their ability to work together, analyze student achievement data and improve best practices in their classroom. Student achievement will increase when the staff is able to engage in a meaningful ongoing cycle of questions that promote deep team learning. Professional learning times provides the staff with the opportunity and ability to gain each other's support, as well as gain access to strategies that are working for all staff members.

### **Requirement #9: Provide ongoing mechanisms for engagement of families and community.**

**Indicator 9A: In your response, describe multiple strategies to engage families in reform efforts.**

**Indicator 9B: In your response, describe multiple strategies to engage community partners in reform efforts.**

9A: McCulloch Academy will utilize multiple strategies to engage parents in our reform effort, including but not limited to the following:

- \* Monthly educational parent meetings will be held, and will center around our three big ideas. Parents will receive materials and instructions on how to help support their child's education, particularly in the areas of literacy and math. We will also be providing training to parents regarding PBIS and McEvoy so that they can learn to work cooperatively with school staff to improve our school's climate and culture while reducing incidents of mean behavior. Teachers will teach parents how to access online resources, including Go Math, Pearson Reading Street, educational apps, and Powerschool grade book so that they are able to monitor and support their children's learning at home. Dr. McEvoy provided training for parents in the Spring of 2014 at the Martin Luther King Center on PBIS (Positive Behavior Intervention Strategies) and will be returning to continue the training with parents during the 2014-2015 school year. McCulloch has provided parents with after school training involving various uses of technology including how to use and access PowerSchool (our web-based grading system), how to access on-line resources and support for our Reading and Math curriculum, and provided parents with educational websites and applications that may be used at home to help make academic gains. Informational parent meetings including, Homework Help and Curriculum Nights (Math, Science, Reading) are also held periodically throughout the school year to provide parents with ideas and suggestions on ways that they can support their child academically.

- \* McCulloch staff will communicate with families in a variety of formats, including Brightarrow calling system, weekly and/or monthly newsletters which will include updates on our reform efforts and upcoming events, conferences, a marquee board in front of our school, daily reports, positive phone calls home, during Open House and Curriculum Nights, and progress reports.

- \* There are a variety of opportunities for parents to volunteer at McCulloch, including joining our PTO to plan events (Book Fair, Ice Cream Social, Santa's Workshop, Carnivals), volunteering in the classroom, lunchroom, or on the playground, and participating as a member of our School Improvement Team.



\* Numerous family events take place at McCulloch each year that encourage families to come into the school to engage them in community building activities. These include carnivals, ice cream socials, family game and movie nights, award ceremonies, and a community resource fair.

\* Parents provide perception data on our program by completing teacher and school surveys twice a year.

9B:

McCulloch Academy employs multiple strategies to engage community partners in our reform efforts. Our partnerships include but are not limited to the following:

\* CP Federal Credit Union will provide banking instruction and lessons about money to our students.

\* Consumers Energy and Bigs to School provide mentors for our students. Mentors visit their students at school once a week during the lunch hour to build positive relationships and provide support.

\* Winners Walk Tall provides a community volunteer to each classroom in grades K through 2. These volunteers visit classrooms each week for a ten minute lesson on social skills and to provide other encouraging, educational messages to students. Winners Walk Tall also provides each student with a new book each year.

\* Book Partners is an after school program that matches each participating child with a reading tutor twice a week for an hour. Lessons are provided for the student at their ability level. Students in the program also participate in a play each Spring to showcase their learning.

\* We are considering the implementation of the Energizing Education program, possibly as an after-school program. Tutors from the community would receive training in literacy instruction and work one-on-one with students.

\* Eaton Corporation partners with McCulloch, providing volunteers for programs like Girl and Boy Quest, and funding for other programs.

\* The Kiwanis Club provides dictionaries for every third grade student, and bikes to use as incentives during Reading Month.

\*The CAT Team matches cross age tutors from McCulloch and other schools in the county with kindergarten students to provide tutoring after school.

There are several other partners that provide services and resources to help meet the varying needs of our students, including clothing, backpacks, food for weekend meals, school supplies, medical and dental services, and shoes.

## PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

**Requirement #10:** The district is providing the school with operational flexibility for issues such as staffing, calendars, time, and budgeting to implement a comprehensive approach to substantially increase student achievement and increase graduation rate.

**Indicator 10A:** Describe how Operational Flexibility will be provided to the building in the following areas: staffing, use of time, professional learning, and budget. Also, describe a statement that the priority school improvement team and building leader will determine the school's Title I budget (subject to federal regulations). The district must also complete a signature page, signed by the Superintendent, School Board President, and Union Representative, which certifies that the school has the autonomy required to implement the plan as written (see template on AdvancEd site). Finally the district must upload either an Executed Addendum to the collective bargaining agreement OR a Memorandum of Understanding that commits the Superintendent, School Board President, and Union Representative to negotiate an addendum by August 1, 2014.

The district provides the school (Principal, School Improvement Team, parents and staff) the autonomy over the school's schedule, staffing and professional development. McCulloch's instructional leader and the School Improvement Team will determine the Title I budget expenditures (subject to federal regulations) to implement comprehensive supplemental programs that will impact student achievement

**Requirement #11:** The school and district will ensure that the school receives ongoing, intensive technical assistance and related support from the district, ISD, Michigan Department of Education, or other designated external partners or organizations.

**Indicator 11A:** In your response, describe how the district plans to access and provide supports for the school.

**Indicator 11B:** In your response, list the central office contact person responsible for monitoring and supporting the school.

The district and schools are committed to receiving on-going external technical assistance from the Jackson County Intermediate School District, School Improvement Facilitator (Michigan State University) and the Michigan Department of Education. Intense support will include weekly meetings with various research based topics of discussion including the Multi-tier Systems of Support, barriers to student achievement and effective strategies that will transition a school from low performance to high performance. These data-based brainstorming sessions will provide leadership teams with the depth of knowledge to write and implement an approvable Reform/Redesign Plan that will help accelerate learning and impact student achievement. In addition, the district will support the schools through attendance at workshops/conferences offered by the JCISD and the Michigan Department of Education. The Assistant Superintendent of Federal Programs/Elementary Curriculum will act as the liaison for Priority Schools and the Central Office's contact person who will attend the weekly meetings, engage in dialogue with the leadership teams regarding student achievement data, writing of the Reform/Redesign Plan, monitor and support the implementation of the Reform/Redesign Plan in the building.